

LEXINGTON 4 SCHOOL DISTRICT

607 East Fifth Street
Swansea, South Carolina 29160

GRADES PK-12

ENROLLMENT 3,362 Students

SUPERINTENDENT J. Franklin Vail 803-568-1000

BOARD CHAIR Jefford Hart, Jr. 803-568-2262

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	8	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

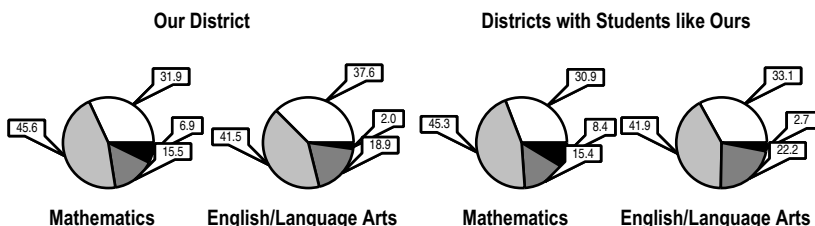
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	64.1	N/A	N/A	74.1	N/A	N/A
Passed 1 subtest	18.6	N/A	N/A	13.5	N/A	N/A
Passed no subtests	17.3	N/A	N/A	12.4	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	38.3	13.8
Seniors who met the SAT/ACT requirement	38.3	13.9
Seniors who met the grade point average	38.3	46.3

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,608	99.4	37.6	41.5	18.9	2.0	20.9
Gender							
Male	817	99.4	45.4	39.5	14.4	0.7	15.1
Female	791	99.5	29.5	43.6	23.5	3.5	27.0
Racial/Ethnic Group							
White	1,229	99.4	34.6	42.2	20.6	2.5	23.1
African-American	345	99.4	46.6	40.6	12.5	0.3	12.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	29	100.0	55.2	24.1	17.2	3.4	20.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,320	99.7	32.7	43.2	21.7	2.5	24.1
Disabled	288	98.3	60.9	33.6	5.5	0.0	5.5
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,608	99.4	37.6	41.5	18.9	2.0	20.9
English Proficiency							
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,603	99.5	37.4	41.6	18.9	2.1	21.0
Socio-Economic Status							
Subsidized meals	1,100	99.4	43.1	41.2	14.5	1.2	15.7
Full-pay meals	502	99.6	25.5	42.2	28.4	3.9	32.3
Mathematics							
All Students	1,606	99.7	31.9	45.6	15.5	6.9	22.5
Gender							
Male	815	99.8	36.0	43.5	14.0	6.6	20.5
Female	791	99.6	27.7	47.9	17.2	7.3	24.5
Racial/Ethnic Group							
White	1,227	99.6	29.1	45.3	17.5	8.1	25.6
African-American	345	100.0	42.0	47.5	8.0	2.5	10.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	29	100.0	34.5	37.9	17.2	10.3	27.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,318	99.8	25.6	48.8	17.5	8.1	25.6
Disabled	288	99.3	61.7	30.5	6.3	1.6	7.8
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,606	99.7	31.9	45.6	15.5	6.9	22.5
English Proficiency							
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,601	99.7	31.8	45.6	15.6	7.0	22.5
Socio-Economic Status							
Subsidized meals	1,098	99.5	37.1	45.3	13.0	4.6	17.6
Full-pay meals	502	100.0	20.6	46.3	21.0	12.1	33.1

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	272	98.2	26.2	36.7	33.8	3.4	37.1
	Grade 4	285	99.3	26.9	50.8	21.2	1.2	22.3
	Grade 5	295	98.6	50.0	37.7	12.3	N/A	12.3
	Grade 6	297	100.0	47.9	34.8	14.6	2.6	17.2
	Grade 7	260	99.2	54.7	34.3	10.2	0.8	11.0
	Grade 8	254	99.6	35.9	48.4	14.8	0.9	15.7
2004	Grade 3	270	99.6	17.6	38.2	37.5	6.7	44.2
	Grade 4	257	99.2	25.8	46.4	27.0	0.8	27.8
	Grade 5	286	99.3	32.1	54.3	13.2	0.4	13.6
	Grade 6	281	99.3	52.7	32.2	13.9	1.1	15.0
	Grade 7	265	99.6	45.6	42.1	10.4	1.9	12.4
	Grade 8	252	99.6	50.0	37.1	12.1	0.8	12.9
Mathematics								
2003	Grade 3	272	99.6	15.1	52.1	21.8	10.9	32.8
	Grade 4	285	100.0	22.6	52.5	15.7	9.2	24.9
	Grade 5	295	99.3	34.9	46.8	14.9	3.3	18.2
	Grade 6	297	100.0	28.5	41.9	18.7	10.9	29.6
	Grade 7	260	100.0	48.5	36.7	7.6	7.2	14.8
	Grade 8	254	100.0	27.8	54.3	13.5	4.5	17.9
2004	Grade 3	270	100.0	14.2	61.6	17.9	6.3	24.3
	Grade 4	257	99.6	24.9	47.8	20.2	7.1	27.3
	Grade 5	286	99.0	32.3	46.2	14.7	6.8	21.5
	Grade 6	281	100.0	28.0	37.8	21.8	12.4	34.2
	Grade 7	265	99.6	43.6	41.7	10.8	3.9	14.7
	Grade 8	252	100.0	51.2	38.7	7.3	2.8	10.1

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	228	96.1	22.4	32.9	29.0	15.7	44.8
Gender							
Male	111	96.4	29.2	28.3	26.4	16.0	42.5
Female	117	95.7	15.4	37.5	31.7	15.4	47.1
Racial/Ethnic Group							
White	181	95.6	23.5	28.9	29.5	18.1	47.6
African-American	41	100.0	15.4	51.3	28.2	5.1	33.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	186	96.2	13.3	34.7	33.5	18.5	52.0
Disabled	42	95.2	64.9	24.3	8.1	2.7	10.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	228	96.1	22.4	32.9	32.9	15.7	44.8
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	225	96.4	22.1	32.7	29.3	15.9	45.2
Socio-Economic Status							
Subsidized meals	113	95.6	27.2	38.8	20.4	13.6	34.0
Full-pay meals	115	96.5	17.8	27.1	37.4	17.8	55.1

Mathematics							
All Students	228	96.1	28.1	31.0	32.9	8.1	41.0
Gender							
Male	111	95.5	28.6	30.5	34.3	6.7	41.0
Female	117	96.6	27.6	31.4	31.4	9.5	41.0
Racial/Ethnic Group							
White	181	95.6	26.5	31.9	32.5	9.0	41.6
African-American	41	100.0	35.9	28.2	33.3	2.6	35.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	186	96.2	20.2	32.9	37.6	9.2	46.8
Disabled	42	95.2	64.9	21.6	10.8	2.7	13.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	228	96.1	28.1	31.0	32.9	8.1	41.0
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	225	96.4	28.4	30.8	32.7	8.2	40.9
Socio-Economic Status							
Subsidized meals	113	94.7	33.3	33.3	27.5	5.9	33.3
Full-pay meals	115	97.4	23.1	28.7	38.0	10.2	48.1

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	174	86.2%	149	38.3%	210	52.9%	N/A
Gender							
Male	86	77.9%	80	27.5%	112	42.9%	
Female	88	94.3%	69	50.7%	98	64.3%	
Racial/Ethnic Group							
White	133	88.7%	109	39.4%	156	52.6%	
African American	31	77.4%	32	34.4%	44	50.0%	
Asian/Pacific Islander	1	I/S	1	I/S	1	I/S	
Hispanic	8	75.0%	7	28.6%	8	75.0%	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	152	92.1%	132	43.2%	170	61.2%	
Disabilities other than speech	22	45.5%	17	0.0%	40	17.5%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	174	86.2%	149	38.3%	N/A	N/A	
English Proficiency							
Limited English proficient	1	I/S	1	I/S	2	I/S	
Non-LEP	173	86.7%	148	38.5%	207	53.1%	
Socio-Economic Status							
Subsidized meals	75	80.0%	51	21.6%	97	40.2%	
Full-pay meals	99	90.9%	98	46.9%	113	63.7%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	86.2%	94.3%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	210	351
Number of Diplomas	111	267
Rate	52.9%	77.2%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	513	492	493	492	1006	984
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	17.0	17.2	16.9	17.2	18.8	18.1	18.2	19.2	17.8	18.1
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 3,362)				
First graders who attended full-day kindergarten	99.6%	N/C	99.6%	97.2%
Retention rate	5.3%	Up from 5.0%	5.4%	5.3%
Attendance rate	92.6%	Up from 92.5%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%		5.8%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	3.8%		5.2%	5.1%
Eligible for gifted and talented	7.8%	Up from 7.1%	10.0%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.4%	Up from 10.9%	11.4%	10.9%
Older than usual for grade	4.6%	Down from 5.0%	5.1%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.4%	Up from 2.4%	0.9%	1.1%
Enrolled in AP/IB programs	4.9%	Up from 3.8%	9.5%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	57	Down from 85	57	157
Completions in adult education GED or diploma programs	14	Down from 40	13	39
Annual dropout rate	9.9%	Up from 6.5%	2.7%	2.9%
Teachers (n= 217)				
Teachers with advanced degrees	42.9%	Up from 41.8%	49.6%	50.0%
Continuing contract teachers	77.9%	Up from 74.2%	86.8%	84.6%
Highly qualified teachers**	92.4%	N/A	92.5%	92.5%
Teachers with emergency or provisional certificates	5.6%		5.0%	4.4%
Teachers returning from previous year	82.5%	Up from 80.1%	89.2%	89.9%
Teacher attendance rate	93.9%	Down from 95.1%	94.7%	94.7%
Average teacher salary	\$35,772	Up 2.5%	\$39,451	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.8%	0.3%
Prof. development days/teacher	12.3 days	Down from 12.5 days	11.8 days	12.0 days
District				
Superintendent's years at district	12.0	Up from 11.0	4.0	3.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 22.2 to 1	20.6 to 1	21.0 to 1
Prime instructional time	84.1%	Down from 85.6%	89.7%	89.5%
Dollars spent per pupil*	\$6,565	Down 5.4%	\$6,951	\$7,217
Percent of expenditures for teacher salaries*	52.2%	Up from 50.2%	54.1%	55.6%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	90.0%	Up from 88.6%	91.5%	97.3%
Number of schools	6	No change	7	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.4%	No change	2.9%	4.3%
Average age in years of school facilities	19	No change	25	26
Number of schools with SACS accreditation	6	No change	7	8
Average administrator salary	\$67,907		\$67,907	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	41.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

Lexington School District Four, Gaston-Swansea, serves approximately 3,600 students in preschool through grade twelve. Due to the high educational expectations of the Gaston-Swansea communities, students are served in six quality facilities that support innovative instructional programs. These instructional programs are supported by the following learner standards provided in the district's five-year strategic plan.

1. Students will score ready for first grade as determined by the South Carolina Readiness Assessment (SCRA).
2. Students will meet the standard on Palmetto Achievement Challenge Test (PACT).
3. Students will meet the standard on the High School Assessment Program (HSAP) and the End of Course test (EOC).
4. Students will demonstrate the knowledge and skills to enter post-secondary education.

To achieve these standards, the primary focus of the Board of Trustees and administration is to promote employee quality. We believe that it is the teacher in the classroom that makes the difference in student performance. Therefore, we are committed to retaining and hiring the very best teachers to serve students in Lexington District Four. Shaping a culture of learning that supports teachers and students drives our commitment to promote employee quality and improve student performance.

J. Franklin Vail, Superintendent